

EnetCollect European Union COST Project,  
WG1 workshop: Crowdsourcing related to corpus examples for language learning  
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# What do learner survey results tell us about the place of crowdsourcing in language teaching and learning?

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# BACKGROUND

- \*How crowds can help with the data collection and analysis?
  - Teacher survey
  - What about the LLs' perspective?
- \*The suitability of the data collected from the crowd for the creation of teaching materials
- \*The design of exercises and materials for LLs

# AIMS

To identify

- (i) when and how LLs use websites/games for language learning/teaching
- (ii) what LLs know about crowdsourcing
- (iii) how we can benefit the most from the crowd
- (iv) what kinds of materials can be prepared so that they are really useful for LLs and teachers

# METHODOLOGY-1

## DATA COLLECTION TOOL

A questionnaire with two sub-parts

### Part A:

Including 11 questions aiming to elicit data related to their crowdsourcing habits and practices

### Part B:

Including questions aiming to elicit background information related to the participants (e.g., age, gender)

# METHODOLOGY-2

## PARTICIPANTS-2

(i) Total: 43 ( $M=12$  (27.9%),  $F=31$  (72,1%) university students in an English Language Teaching Department

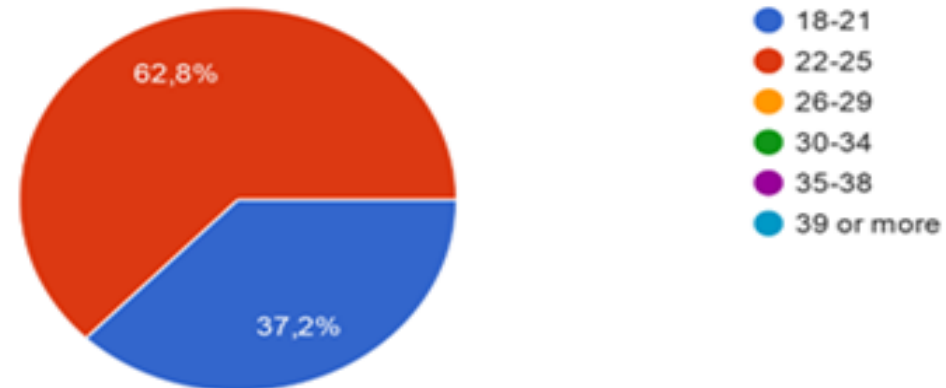
(ii) Age range: 18-25

18-21: 16 (37.2%)

22-25: 27 (62.8%)

15. What is your age?

43 odpowiedzi



# METHODOLOGY-3

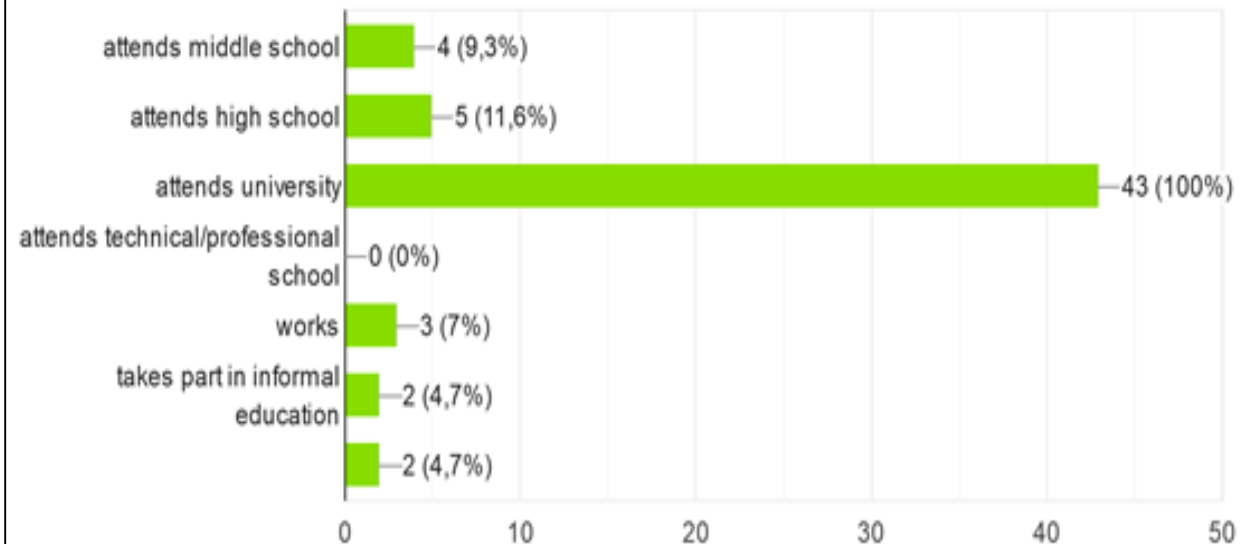
## PARTICIPANTS-2

(iii) You are someone who  
\*A confusing question which was interpreted by some of the participants as "talk about all your previous educational experience"

\*Should be rephrased as:  
**At the moment you are someone who .....**

14. You are someone who

43 odpowiedzi



## METHODOLOGY-4

### PARTICIPANTS-3

(iv) 17. How would you assess your proficiency level in the foreign languages you speak/learn?

Write the foreign languages you know and identify your level in each of them as

**A1 (Basic level)**

**A2 (Elementary level)**

**B1 (Pre-intermediate level)**

**B2 (Intermediate level)**

**C1 (Upper intermediate level)**

**C2 (Advanced level)**

If you cannot assess your level write "I do not know (IDNK)"

**Note: Problematic**

## METHODOLOGY-5

17. How would you assess your proficiency level in the foreign languages you speak/learn? Write the foreign languages you know and identify your level in each of them as A1 (Basic level), A2 (Elementary level), B1 (Pre-intermediate level), B2 (Intermediate level), C1 (Upper intermediate level), C2 (Advanced level). If you cannot assess your level write "I do not know (IDNK)". \*

Long answer text

.....



# METHODOLOGY-6

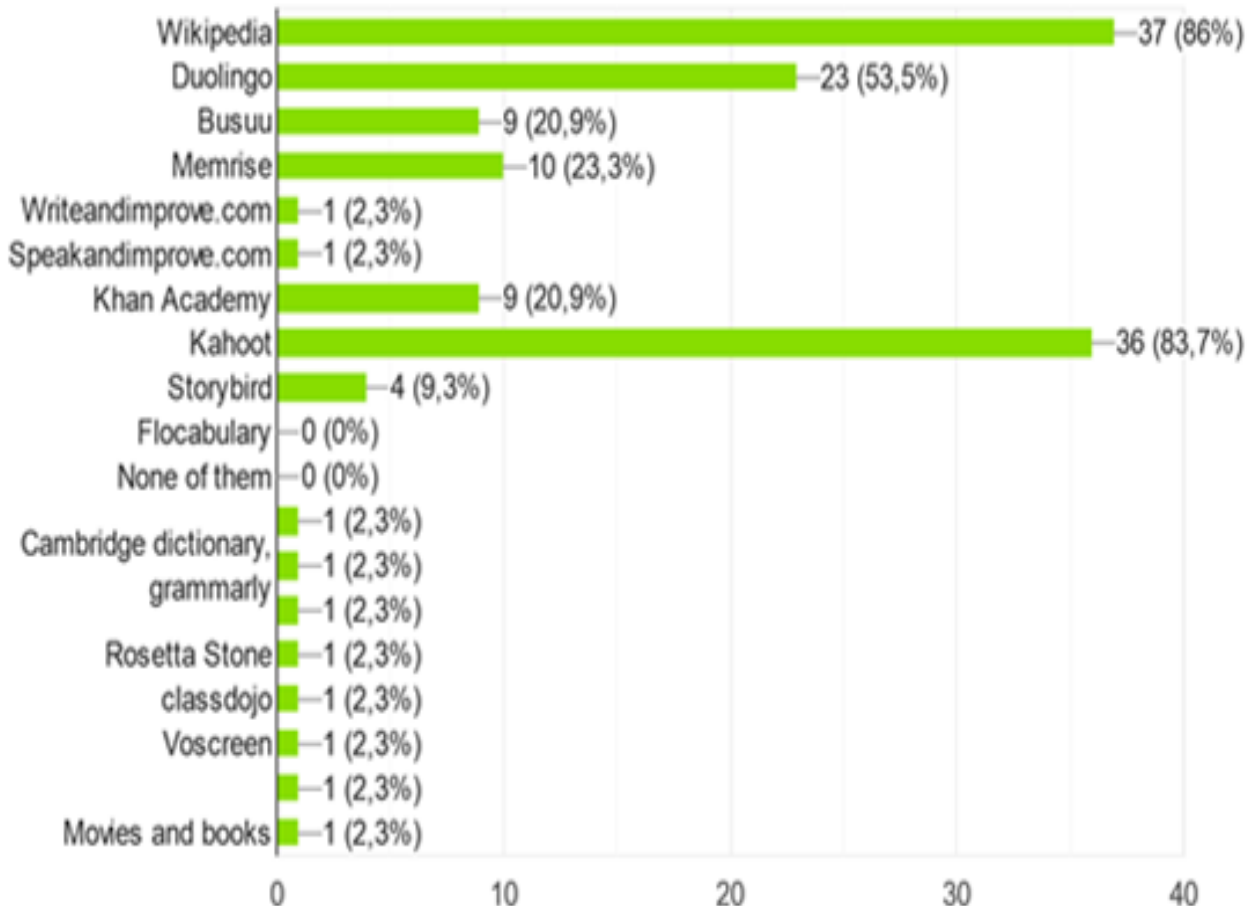
## PARTICIPANTS-3

English c2  
English C2 German A2  
English-C1, French and German-A2  
english: c2 german: a2 spanish: a1 french: a1 c1  
I have assessed my proficiency level from the  
school, private courses, external reading and  
series. English C2, French B1, German B2  
English C2(Advanced level) German  
B2(Intermediate level)  
English: C2, French: B1, German: A2/B1, Greek: A1  
1-English C2 2-German A1  
English C1, Italian B2  
English C2, Spanish A1  
English C2 Spanish A1  
English C1, Spanish A1  
Spanish A1 English C2  
Spanish A1 English C2  
English C2 French A2

English: C2 German: B1  
English C1 Korean IDNK Japanese A1  
English C2 / Italian B2  
English B2 - French A2  
English B2-C1 French A1  
English C1 German A1  
French(A1), Spanish(A1), German(B1), English(C2)  
german A2 russian a1 english c2  
Turkish C2 English C2 Arabic C1 Spanish A2  
for english : C1, for spanish: only few words - IDNK  
English-C1  
English: C2 Spanish: A2  
English(C1), French(A1)  
English C1 proficiency exams can help us to assess it.  
Italian - A2, English- C2 B2  
English C2, german A2, French A1  
My English level is C2.  
English C2, Spanish A1, German A1

# RESULTS-1

Q2: Please put a tick next to all of the tools you have used for any language learning and teaching purposes:



## Findings:

\*Majority of the LLs/PSELTs know and use Wikipedia (37, 86%), Kahoot (36, 83.7%) and Duolingo (23, 53.5%)

\*Some know Memrise (10, 23.3%), Busuu (9, 20.9%) or Khan Academy (9, 20.9%)

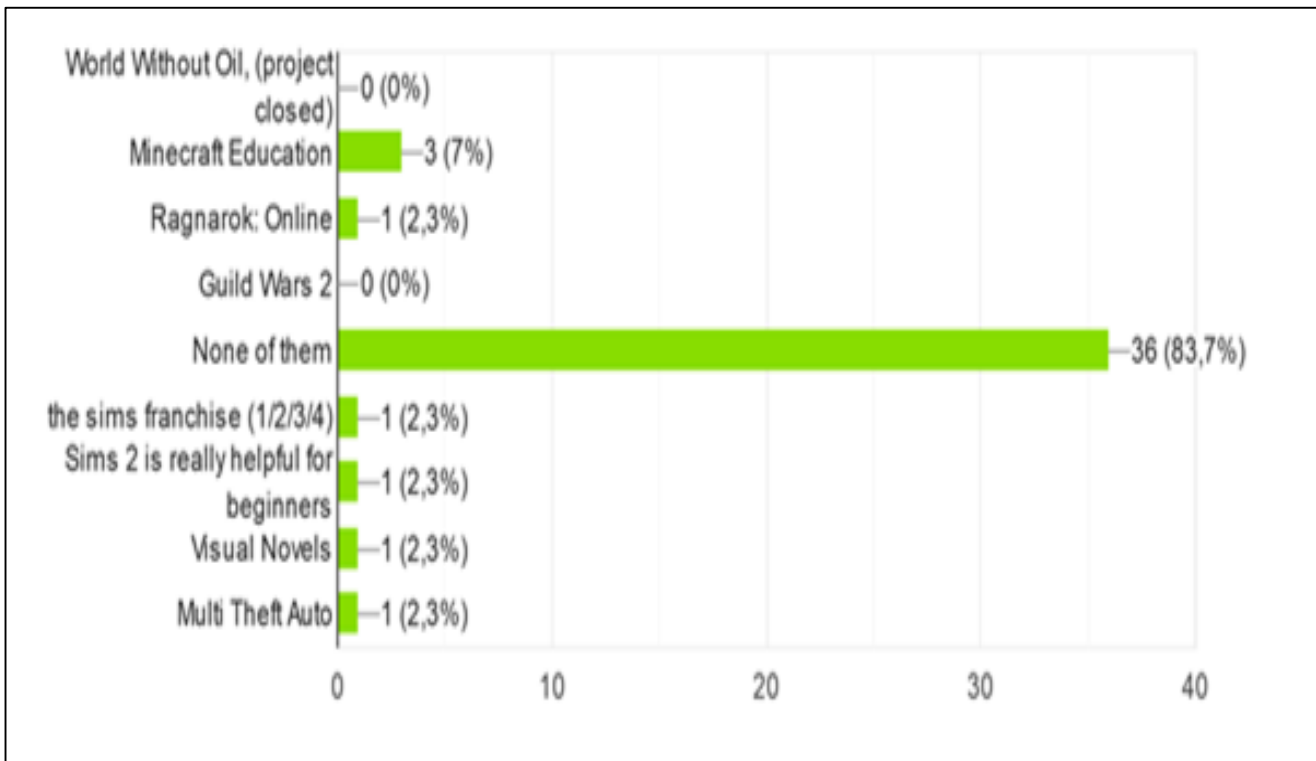
\*Very few know about platforms and sites such as Storybird (4, 9.3%), Speak and Improve (1, 2.3%), Rosetta Stone (1, 2.3%)

## Suggestion:

When creating exercises for LLs follow the format and structure that they are familiar with or enjoy working with so that they make use of the material you create.

## RESULTS-2

Q3: Have you used any of the games listed below for LL and LT purposes?



### Findings:

\*A very small number of the participants have used games for LL and/Lt.

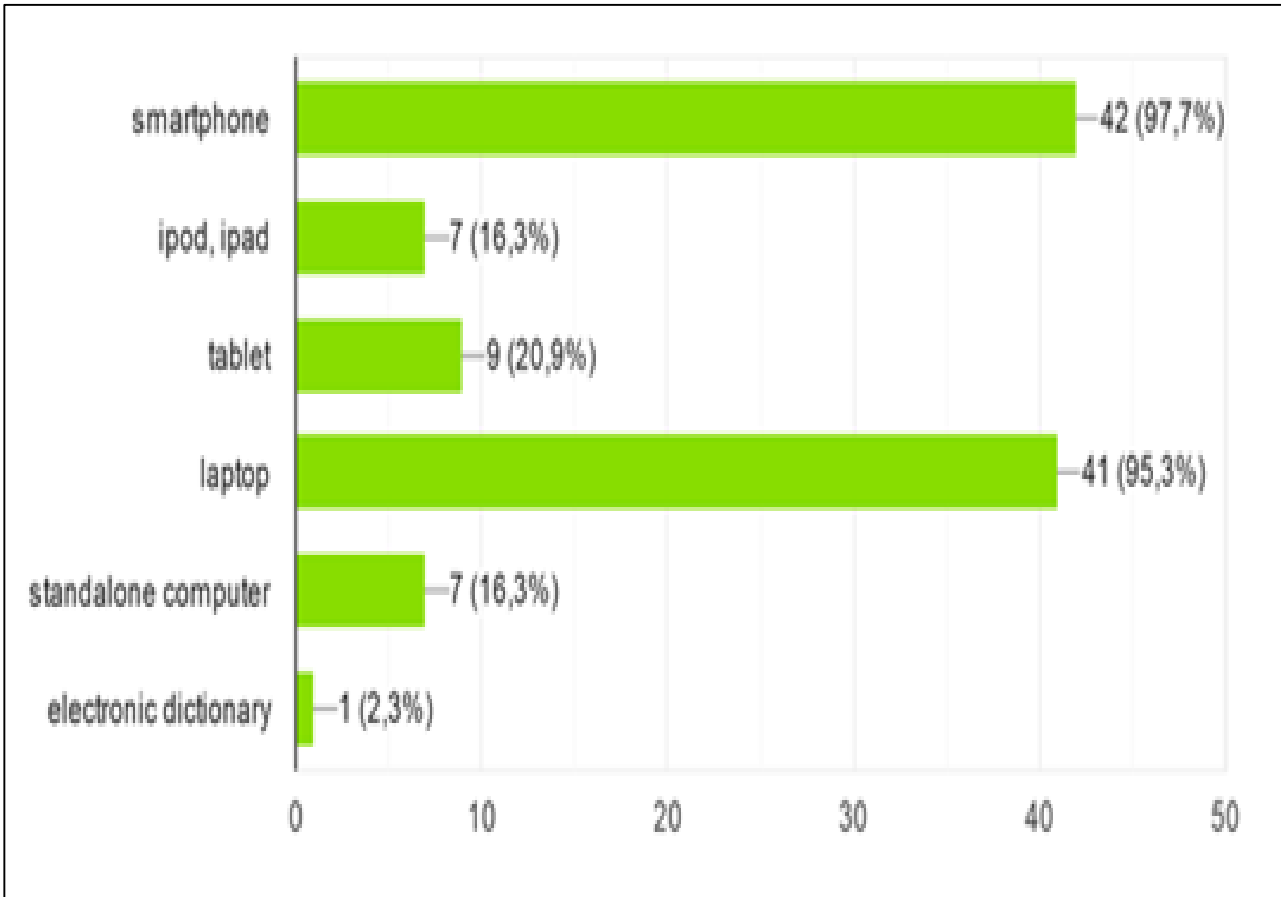
### Suggestion/Conclusion:

\*Assumption: LLs are gamers -  
Not supported

\*it might not be a good idea to create/develop games from the corpus you work on.

## RESULTS-3

Q4: What devices have you used for language learning activities?



### Findings:

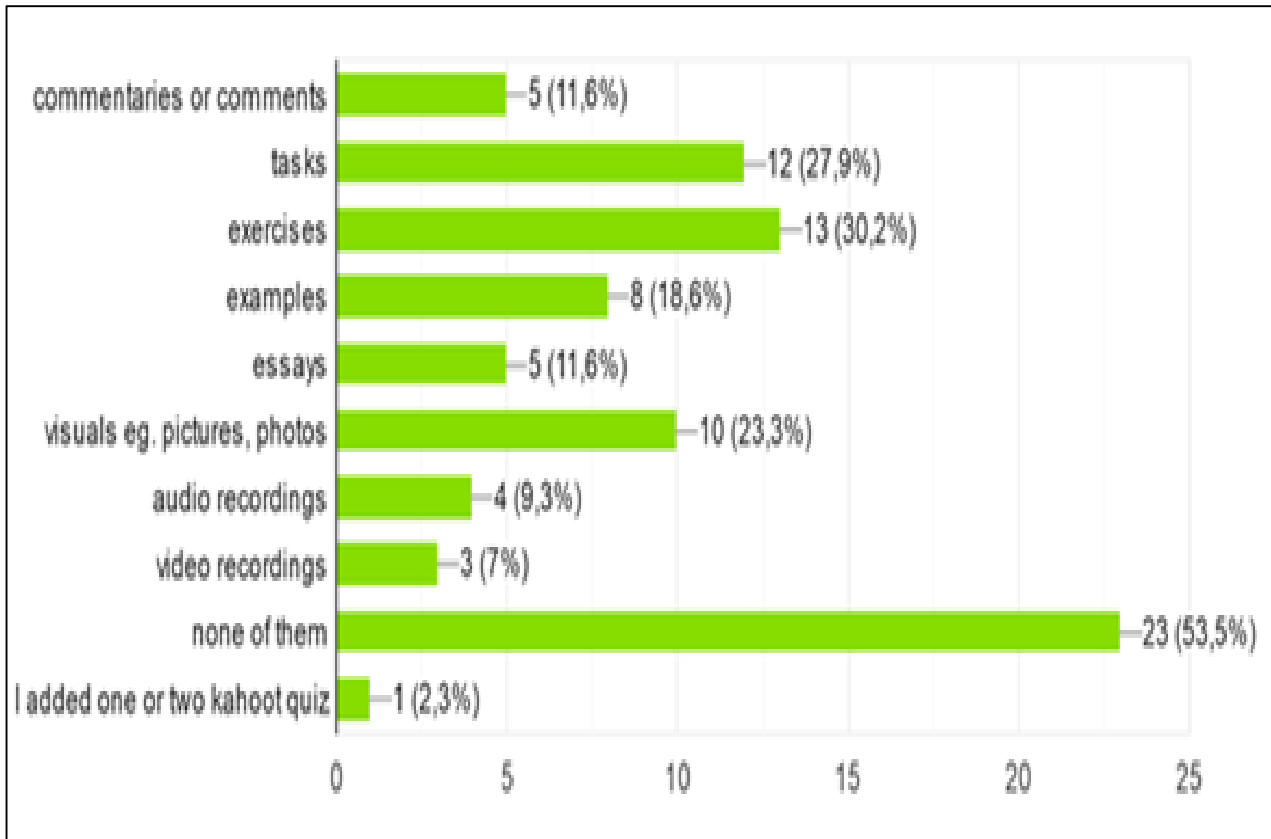
\*LLs use their smartphones (42, 97.7%) and laptops (41, 95.3%), to learn languages

### Suggestion/Conclusion:

\*Create exercises easy to use/compatible on/with smartphones and laptops.

## RESULTS-4

Q5: Have you added any content to the sites mentioned above? If 'YES' what kind of content have you added? If 'NOT' select "none of them".



### Findings:

\*LLs are not very active when it comes to adding materials to websites (23/43, 53.5% have not added anything to any website).

\*What they add:

-Exercises (13, 30.2%)

-Tasks (12, 27.9%)

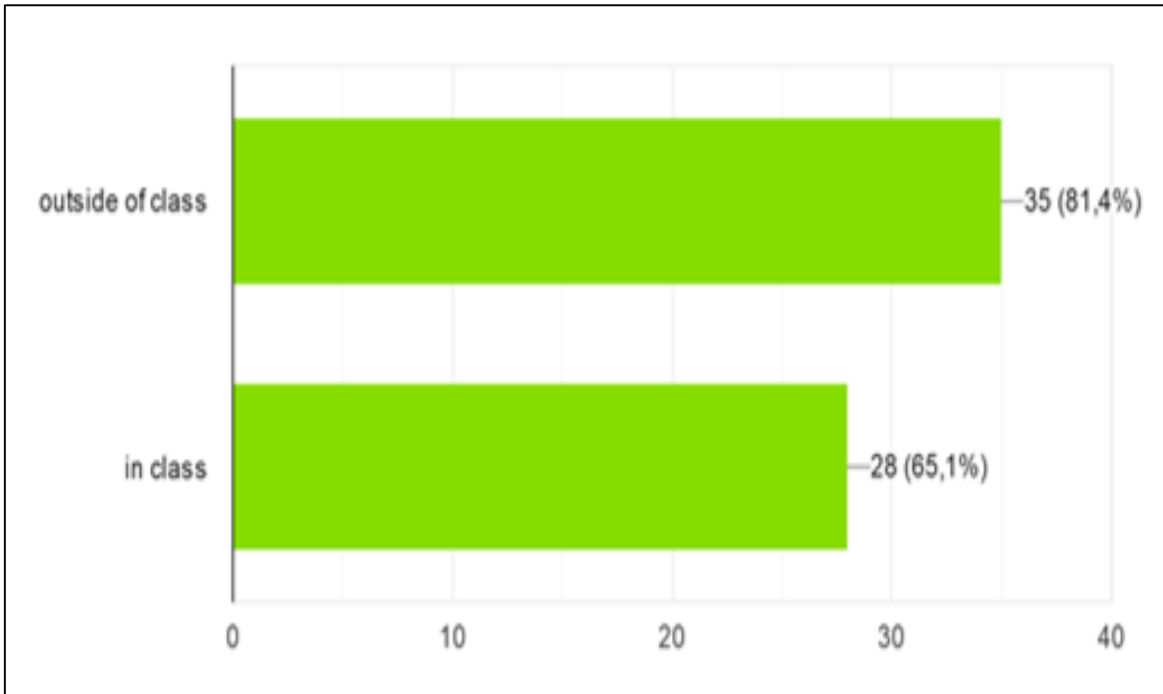
-Visuals (pictures, photos) (10, 23.3%)

### Suggestion/Conclusion:

\*If exercises asking LLs to create semi-free or free-writing are designed, at the beginning, they should be parallel to the ones that the LLs know about and if needed gradually could be moved to the ones that LLs do not enjoy/know much about.

## RESULTS-5

Q6: Where have you used the websites/games listed above for language learning purposes?



### Findings:

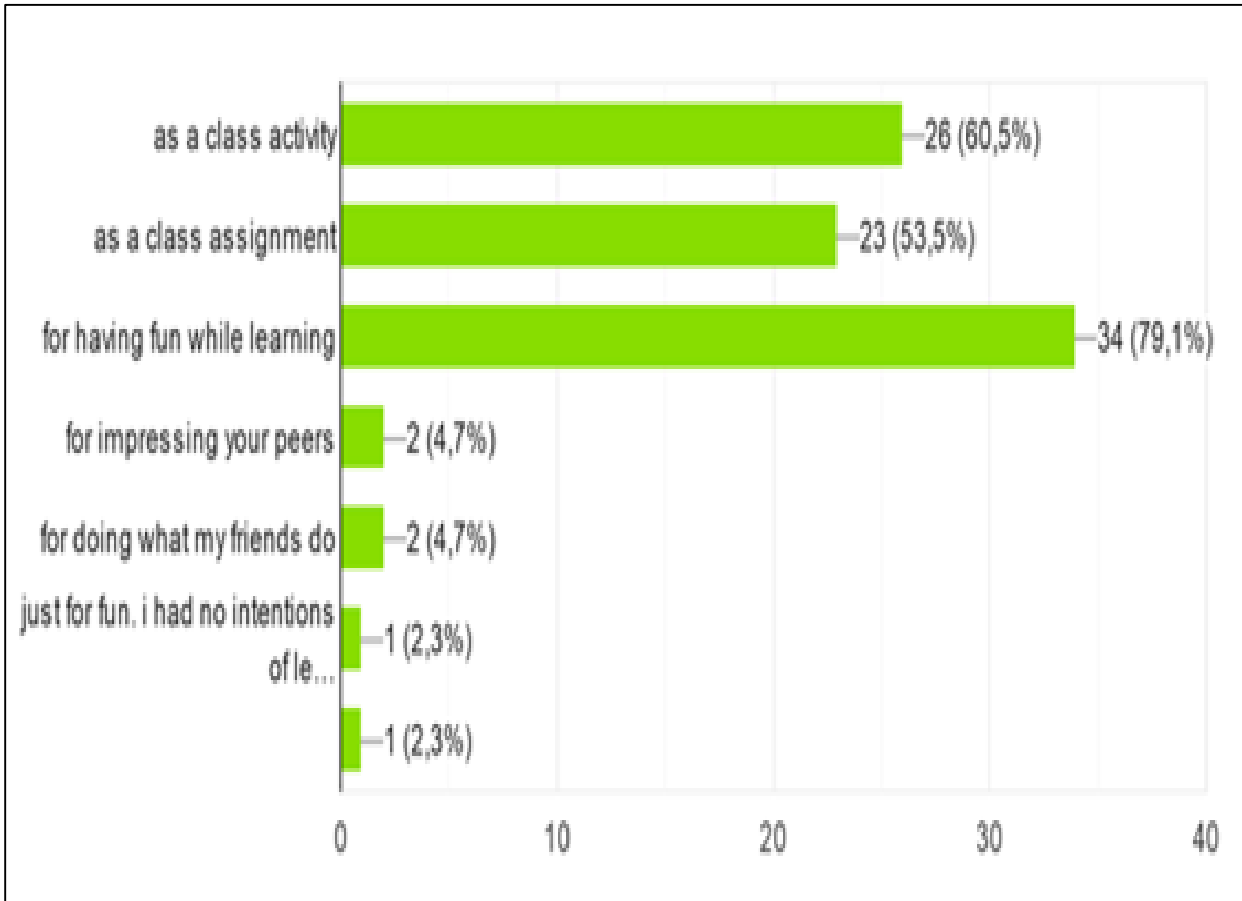
\*LLs use the available websites and games more often outside of class (35, 81.4%) but a big number of them also use them in class activities (28, 61.1%).

### Suggestion/Conclusion:

\*To ensure that a wider range of LLs use the exercises derived from corpus data, they should be designed as out of class activities..

## RESULTS-6

### Q7: Why have you used the websites/games?



#### Findings:

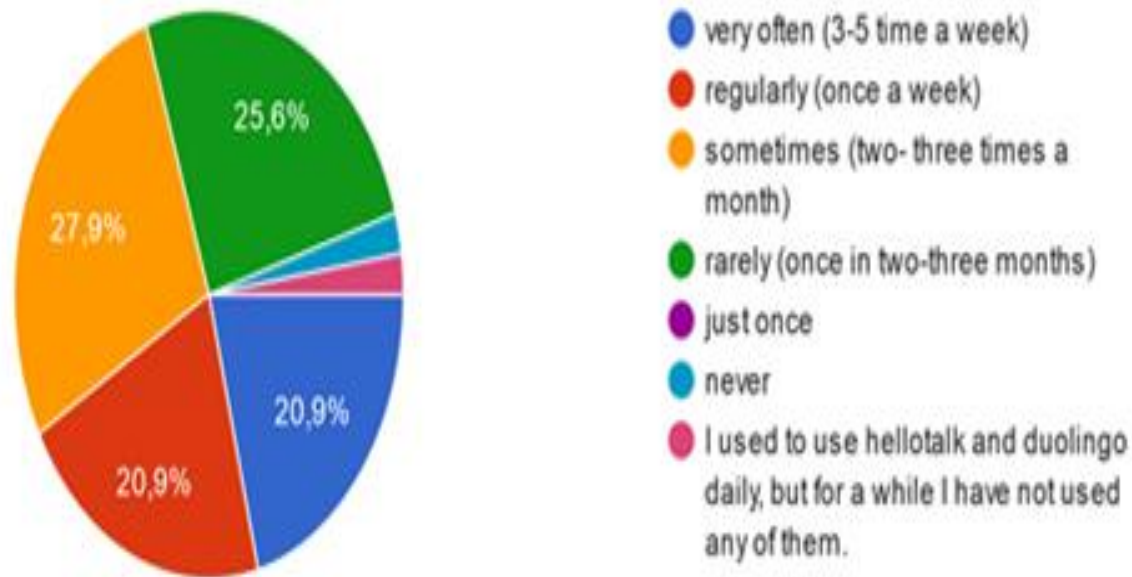
- (i) for fun while learning (34, 79.1%)
- (ii) as a class activity (26, 60.5%)
- (iii) as a class assignment (23, 53.5%)

#### Suggestion/Conclusion:

- \* Make your exercises as fun as possible for the LLs
- \* Ask Ts to cooperate with you and to assign them as HW or project work.

## RESULTS-7

Q8: if you have used any of the games/websites listed above, how often have you used them?



### Findings:

- (i) 2-3 times a month (27.9%)
- (ii) once in 2-3 months (25.6%)
- (iii) 3-5 times a week (20.9%) or once a week (20.9%)

### Suggestion/Conclusion:

\*Create exercises easy to use/compatible on/with smartphones and laptops.

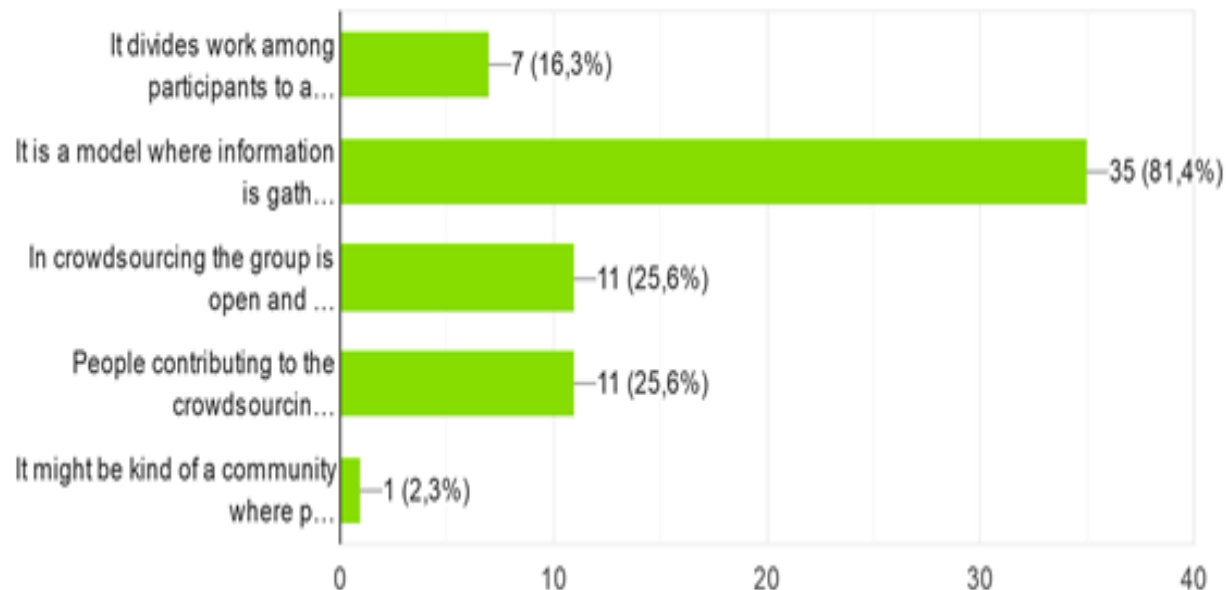


## RESULTS-8

Q10: If you see/hear the word "CROWDSOURCING" what comes to your mind?

10. If you see/hear the word "CROWDSOURCING" what comes to your mind?

43 odpowiedzi



### Findings:

**\*\***The definitions were similar to each other.

**\***From most general to more specific

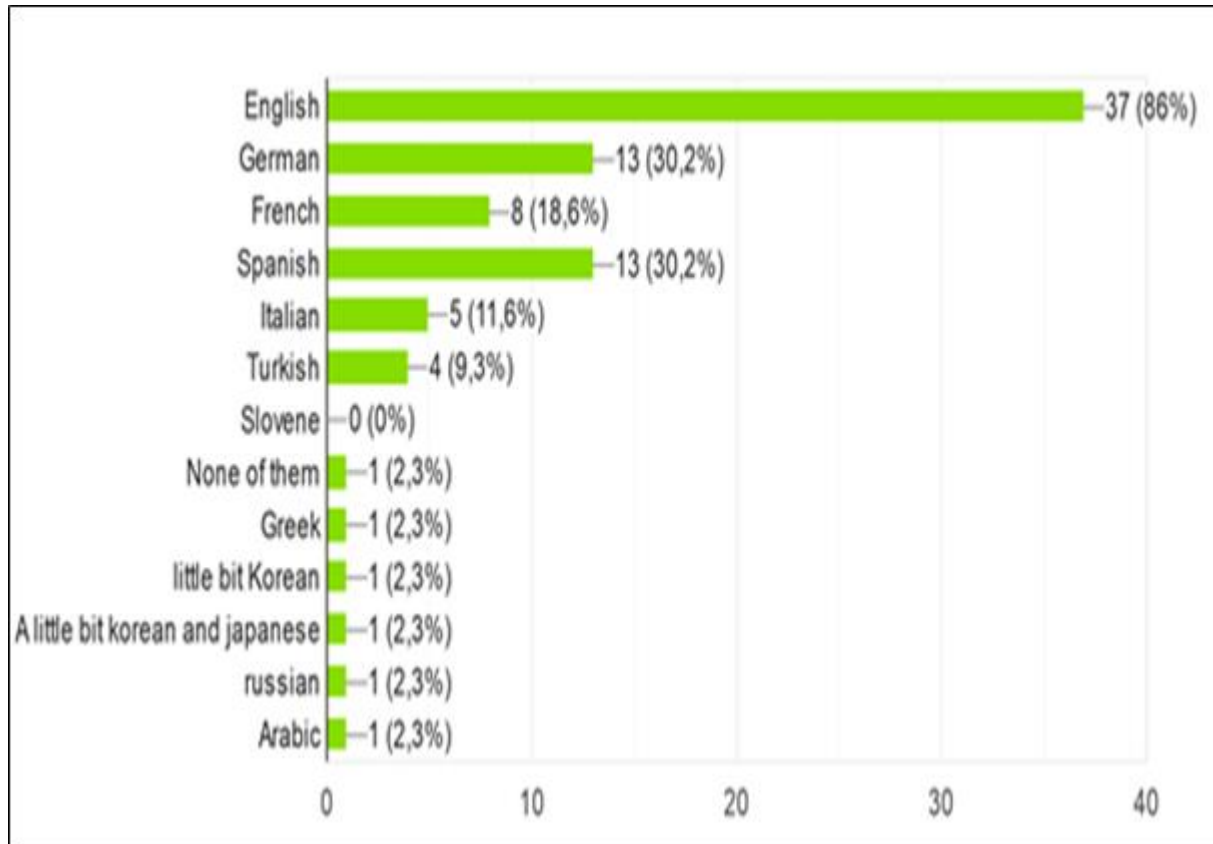
**\*Good?**

### Suggestion/Conclusion:

**\***

## RESULTS-9

Q13: Which languages have you learned while using the websites/games mentioned in the first section of the survey?



### Findings:

- (i) English (37, 86%)
- (ii) German (13, 30.2%) and Spanish (13, 30.2%)
- (iii) French (8, 18.6%)

### Suggestion/Conclusion:

\*LLs use the websites/games to learn the foreign languages they are required to learn.

## CONCLUSIONS

- (i) Collecting data from the crowd is useful.
- (ii) It can be used to guide teachers how they teach and what kinds of materials they use in their classes
- (iii) Data coming from the crowd can help material developers, corpus linguists and curriculum developers.